



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

638 S. 96th Street, Mesa, AZ 85208

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Aaron Kaczmarek
Schedule : 07:30 AM to 03:45 PM
Grades : Pre-K-6
Web Address : www.mpsaz.org/stevensn/
Phone Number : (480) 472-9000
Fax Number : (480) 472-9070
E-mail : atkaczma@mpsaz.org

Mission

The mission of Stevenson School is to produce students who demonstrate mastery of basic and advanced academic skills appropriate to their potential. As a Title I school with self-contained classrooms, we utilize traditional and team-teaching methods. We use a Reading First model in grades K-3. Our school motto is 'Respectful, Responsible, and Safe' to encourage character development.

School / Academic Goals

- ü Students will increase reading achievement scores. Implementation of the new district series and all of its components will be the focus for the year. Improvement will be based on AIMS scores.
- ü Students will increase math achievement scores. Computation skills, mastering facts, and problem solving skills will be focused upon. Improvement will be based on AIMS scores.
- ü Students will improve Writing achievement scores by learning the six traits of writing. Improvement will be based on standardized tests and writing rubrics.

Enrollment

October 1, 2005 School Year Student Enrollment : 883
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- ü Reading (K-3): Reading First model
- ü Read Naturally pullout program (4-6)
- ü Afternoon Reading pullout (K-3)
- ü Mesa Early Learning Program
- ü Young Kindergarten Program
- ü Four All-Day Kindergarten classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

At the beginning of every year each child is given a folder with complete information about school discipline policies, homework, attendance and tardy policies. In addition, most of our intermediate students are given assignment calendars to record their daily assignments. Information on high academic expectations for children is included in the monthly newsletters from teachers. Communication between home and school is vital for our students success.

Parents

Parents are encouraged to volunteer and participate in their child's learning at Stevenson to ensure that each child learns to the best of their ability. Parents must get students to school on time, rested, fed, and properly clothed. Parents are expected to work with their child and his/her teacher to ensure that each child learns to the best of their ability.

Transportation Policy

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation is provided for all special education students. One area that is also provided for students in grade 3-6 is those students selected, or volunteering for our Boeing Math Academy will also receive busing after the club which takes place on Tuesday's and Thursday's until 4:30.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Received an Asset Team Leader Grant	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	5547	80010	100	98	99	436	453	447	13	8	10	24	16	18	52	56	53	12	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	2719	38935	100	98	99	442	452	447	7	8	9	17	17	19	68	56	55	8	19	17
Male	51	2828	40974	100	98	98	428	453	448	20	8	11	31	15	18	33	55	52	16	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	49	2182	34545	100	98	99	426	434	432	12	12	14	35	23	24	43	56	53	10	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	50	2783	35142	98	98	99	444	469	465	12	4	5	16	9	11	58	55	56	14	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	103	4902	69849	100	99	100	438	457	451	11	5	7	23	14	17	53	58	56	13	22	19
Limited English Proficient Students	25	877	14013	100	97	97	420	415	413	12	20	24	40	33	34	40	44	39	8	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	85	3005	39029	100	97	98	435	437	432	14	11	14	22	22	25	52	57	52	12	10	9
Non-Economically Disadvantaged	25	2542	40981	100	99	100	437	472	462	8	4	6	28	9	13	52	54	54	12	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5457	79438	97	97	98	442	457	451	7	7	9	32	21	24	57	60	56	5	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2686	38775	95	97	99	453	463	457	5	5	7	20	19	22	70	62	58	5	14	13
Male	50	2770	40560	100	96	97	430	452	446	8	8	12	46	23	25	42	58	54	4	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	46	2140	34297	98	96	98	427	437	434	9	11	14	43	31	31	46	54	50	2	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	49	2744	34887	96	97	98	454	475	471	4	3	4	24	13	15	65	65	63	6	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	103	4900	69850	100	99	100	443	461	456	7	5	7	30	20	23	58	62	59	5	13	12
Limited English Proficient Students	23	846	13856	92	93	96	423	411	407	13	22	27	39	44	43	48	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	81	2946	38685	96	95	97	439	441	435	7	10	14	35	29	32	54	55	50	4	5	5
Non-Economically Disadvantaged	25	2511	40753	100	98	99	452	477	467	4	3	5	24	12	16	64	65	62	8	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5524	79971	99	98	99	388	415	423	11	8	8	65	46	41	24	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2715	38974	98	98	99	405	429	437	5	5	5	62	40	33	33	53	57	NA	2	4
Male	50	2808	40895	100	97	98	368	402	410	18	11	10	68	53	47	14	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	48	2166	34481	100	97	99	378	399	410	13	12	10	73	53	46	15	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	49	2779	35150	96	98	99	394	429	437	12	5	5	57	41	35	31	52	56	NA	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	101	4879	69713	98	99	100	389	420	429	12	6	5	62	45	39	26	46	52	NA	2	3
Limited English Proficient Students	25	865	13985	100	95	97	383	371	382	12	22	18	68	56	54	20	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	83	2986	38994	99	97	98	388	401	409	12	11	10	65	52	47	23	36	41	NA	1	1
Non-Economically Disadvantaged	25	2538	40977	100	99	100	389	432	437	8	4	5	64	40	34	28	53	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5739	80147	96	98	99	489	498	482	3	6	11	18	13	17	59	48	49	20	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	2849	39281	98	99	99	486	498	483	3	5	9	17	13	17	65	49	50	14	33	24
Male	46	2889	40780	94	98	98	493	497	482	2	7	12	20	12	17	50	48	48	28	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	40	2106	33494	95	98	99	482	479	466	3	9	15	25	18	23	55	55	49	18	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	64	2998	36122	97	98	99	496	514	501	3	4	5	13	8	10	61	44	50	23	44	35
Students with Disabilities	21	657	10295	88	90	92	450	451	443	14	25	33	38	27	26	48	38	33	NA	10	8
Students without Disabilities	88	5082	69852	99	99	100	498	503	488	NA	4	7	14	11	16	61	50	51	25	35	26
Limited English Proficient Students	11	640	12722	100	96	97	459	449	441	9	19	27	36	31	33	55	45	37	NA	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	68	2944	38371	97	97	97	484	480	465	4	9	15	21	18	23	60	52	49	15	20	13
Non-Economically Disadvantaged	41	2795	41776	95	99	100	497	516	498	NA	3	6	15	7	11	56	45	49	29	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5655	79686	93	97	98	464	478	470	10	7	11	26	21	24	60	61	57	5	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2823	39163	94	98	99	469	482	475	5	6	9	25	19	22	67	63	60	3	12	10
Male	45	2831	40438	92	96	97	458	474	465	16	9	13	27	22	25	51	60	54	7	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	40	2071	33299	95	96	98	455	458	452	15	12	17	25	30	32	60	54	47	NA	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	60	2959	35914	91	97	98	471	495	489	5	3	5	27	13	15	60	67	67	8	17	14
Students with Disabilities	17	571	9808	71	78	87	416	440	432	29	25	35	59	35	32	12	35	30	NA	5	3
Students without Disabilities	88	5084	69878	99	99	100	473	482	475	6	5	8	19	19	23	69	64	61	6	12	9
Limited English Proficient Students	11	617	12594	100	93	96	419	425	422	45	31	34	27	46	45	27	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	65	2879	38095	93	95	97	459	462	452	11	11	17	28	29	32	57	55	48	5	5	3
Non-Economically Disadvantaged	40	2776	41591	93	98	99	472	495	486	8	3	6	23	13	16	65	67	65	5	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5728	80372	96	98	99	465	476	475	3	3	4	43	31	30	54	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2841	39452	97	99	99	474	487	488	2	2	3	37	22	22	61	73	72	NA	3	3
Male	47	2887	40836	96	98	98	453	464	464	4	4	6	51	39	37	45	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	40	2102	33608	95	98	99	457	460	462	8	6	6	35	38	36	58	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	64	2995	36213	97	98	99	472	487	489	NA	2	2	45	24	22	55	72	72	NA	3	3
Students with Disabilities	20	651	10526	83	89	94	435	428	427	5	13	15	70	53	53	25	32	31	NA	2	1
Students without Disabilities	89	5077	69846	100	99	100	471	481	482	2	2	3	37	28	26	61	68	69	NA	2	2
Limited English Proficient Students	11	637	12747	100	96	97	403	421	432	27	16	12	36	52	52	36	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	67	2941	38521	96	97	98	467	462	461	1	5	6	48	38	38	51	56	55	NA	1	1
Non-Economically Disadvantaged	42	2787	41851	98	99	100	462	491	489	5	1	3	36	23	22	60	73	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	5603	79306	96	98	99	506	518	504	11	9	13	15	15	20	57	50	49	17	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	2724	38845	97	98	99	506	518	505	7	8	11	17	16	20	63	51	50	14	26	18
Male	52	2879	40383	95	97	98	506	517	504	15	10	14	13	14	19	50	50	47	21	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	48	2000	32673	94	98	99	500	496	487	15	14	18	19	22	25	48	52	46	19	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	48	2974	36234	96	98	99	510	535	523	6	4	6	15	9	13	65	49	52	15	37	28
Students with Disabilities	13	622	10286	72	87	91	462	469	462	23	32	41	46	27	27	31	34	27	NA	7	5
Students without Disabilities	98	4981	69020	100	99	100	511	523	510	9	6	9	11	14	18	60	52	52	19	28	21
Limited English Proficient Students	13	601	10291	81	95	96	456	462	458	46	34	38	15	33	34	38	31	26	NA	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	86	2874	37437	95	97	97	507	499	486	12	13	19	14	21	26	58	51	46	16	14	9
Non-Economically Disadvantaged	25	2729	41869	100	98	100	504	538	521	8	4	7	20	9	14	52	49	51	20	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5547	79000	94	97	98	478	496	489	14	7	10	22	20	24	62	62	58	2	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2710	38774	95	98	99	485	501	494	5	5	7	19	19	22	74	63	61	2	12	10
Male	51	2837	40150	93	96	98	469	492	485	24	9	12	25	21	25	49	61	55	2	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	46	1963	32508	90	96	98	468	476	472	15	12	15	30	31	33	52	53	49	2	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	48	2962	36135	96	97	98	482	513	508	15	3	4	15	12	14	69	69	67	2	16	15
Students with Disabilities	11	569	9991	61	79	88	433	456	449	55	22	33	18	36	36	27	39	29	NA	3	2
Students without Disabilities	98	4978	69009	100	99	100	483	500	495	9	5	6	22	19	22	66	65	62	2	12	10
Limited English Proficient Students	11	573	10199	69	91	95	438	441	439	27	33	35	73	46	47	NA	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	84	2829	37234	92	96	97	475	478	472	17	11	15	23	29	33	58	55	50	2	4	3
Non-Economically Disadvantaged	25	2718	41766	100	98	99	487	515	505	4	2	5	20	11	16	76	69	65	NA	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5609	79611	99	98	99	473	490	496	14	7	7	39	43	37	47	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2732	39016	100	98	99	488	505	511	8	4	4	34	34	29	57	61	66	NA	1	1
Male	54	2877	40519	98	97	98	456	476	482	20	9	10	44	51	44	35	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	50	2001	32855	98	98	99	461	470	481	18	11	10	38	51	43	44	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	50	2984	36380	100	98	99	478	504	511	14	4	4	38	36	30	48	59	65	NA	1	1
Students with Disabilities	17	639	10664	94	89	94	417	437	440	41	21	23	53	56	54	6	20	22	NA	4	1
Students without Disabilities	98	4970	68947	100	99	100	483	496	504	9	5	4	37	41	34	54	54	61	NA	0	1
Limited English Proficient Students	15	599	10362	94	95	97	386	415	438	53	30	22	33	56	57	13	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	90	2874	37626	99	97	98	473	472	479	16	10	10	36	51	45	49	38	45	NA	1	0
Non-Economically Disadvantaged	25	2735	41985	100	99	100	474	508	511	8	3	4	52	34	30	40	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	5505	79327	95	98	98	513	531	518	16	12	19	21	16	20	52	50	46	11	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	2626	38961	95	98	98	507	532	520	21	11	16	24	17	20	46	51	48	10	21	16
Male	68	2875	40295	96	98	97	520	531	516	12	13	21	18	16	19	59	48	44	12	23	16
African American	11	215	4247	92	97	98	509	504	499	18	24	27	27	25	24	36	41	41	18	10	8
Hispanic	56	1926	32327	97	98	98	503	510	499	23	18	27	23	23	25	46	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	67	2984	36373	94	99	98	522	549	538	10	7	10	18	11	14	58	51	52	13	31	25
Students with Disabilities	14	587	9321	70	89	87	458	473	467	57	44	54	14	23	22	29	27	21	NA	5	3
Students without Disabilities	126	4918	70006	99	99	100	518	537	524	12	8	14	21	15	19	55	53	49	12	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	100	2687	37097	95	97	97	507	511	498	21	18	27	21	21	25	47	49	41	11	11	7
Non-Economically Disadvantaged	40	2818	42230	95	99	99	527	550	535	5	6	11	20	11	15	65	50	50	10	32	24

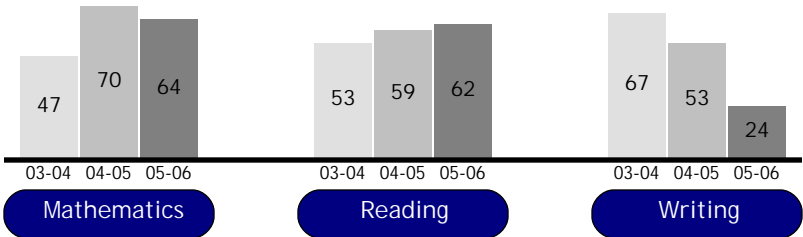
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	5447	79501	95	97	98	494	506	497	6	6	10	30	20	25	62	68	60	1	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	2606	39062	95	98	99	491	510	502	8	5	8	31	19	23	60	70	64	1	6	5
Male	68	2837	40368	96	97	98	497	503	491	4	8	13	29	22	27	65	66	57	1	5	3
African American	11	214	4279	92	97	99	485	492	485	9	11	14	45	30	30	45	56	54	NA	3	2
Hispanic	53	1887	32389	91	96	98	482	488	478	4	10	16	47	31	34	49	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	70	2973	36446	99	98	99	504	521	516	7	4	4	16	12	15	74	76	73	3	8	7
Students with Disabilities	14	532	9411	70	80	88	453	461	453	21	28	36	57	34	36	21	34	26	NA	4	1
Students without Disabilities	126	4915	70090	99	99	100	498	510	502	5	4	7	27	19	24	67	72	65	2	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	99	2646	37183	94	96	97	490	489	479	8	10	16	32	29	34	60	59	49	NA	2	1
Non-Economically Disadvantaged	41	2801	42318	98	98	99	504	522	513	2	3	5	24	12	17	68	76	70	5	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	5492	80000	100	98	99	544	565	564	5	3	3	12	10	11	81	77	75	3	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	2626	39288	100	98	99	556	580	579	3	2	2	9	5	6	83	78	77	5	15	16
Male	71	2862	40644	100	97	98	532	552	549	7	4	4	14	14	15	79	76	74	NA	6	7
African American	12	218	4307	100	99	99	566	550	551	NA	6	4	8	11	13	92	75	75	NA	8	7
Hispanic	57	1917	32672	98	97	99	528	548	548	9	4	4	7	13	14	84	77	76	NA	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	72	2977	36602	100	98	99	552	578	579	3	2	2	17	8	7	75	77	75	6	14	16
Students with Disabilities	20	585	9919	100	88	93	499	497	505	5	11	9	40	34	35	55	51	54	NA	5	2
Students without Disabilities	127	4907	70081	100	99	100	551	572	571	5	2	2	7	7	7	85	80	79	3	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	105	2675	37534	100	97	98	537	547	547	6	4	4	11	14	15	81	77	76	2	5	5
Non-Economically Disadvantaged	42	2817	42466	100	99	100	562	582	578	2	1	2	12	7	7	81	77	75	5	15	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	44	NA	58	97	45	50	47	88	39	50	46
	Language	92	33	53	50	97	42	49	47	88	39	50	48
	Mathematics	92	53	71	64	98	43	54	50	96	44	56	52
3	Reading	95	35	NA	55	99	41	50	44	98	37	52	46
	Language	95	40	63	61	99	39	49	44	100	39	48	46
	Mathematics	95	45	66	61	99	45	55	51	100	41	56	52
4	Reading	81	48	NA	56	97	42	52	48	93	46	58	52
	Language	90	37	55	52	97	44	52	49	96	46	58	52
	Mathematics	86	52	68	61	97	50	59	53	96	54	67	58
5	Reading	92	51	NA	55	97	47	55	50	94	48	61	56
	Language	93	48	55	49	97	44	55	50	99	43	59	54
	Mathematics	94	64	71	63	97	44	54	49	96	50	59	52
6	Reading	98	46	NA	56	94	51	58	51	94	56	63	56
	Language	96	34	55	48	94	42	54	47	98	46	58	50
	Mathematics	97	63	76	66	94	54	62	52	94	59	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Stevenson Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Remodeling
- Ü Tax Credit
- Ü School Field Trips
- Ü Fund Raising Issues
- Ü Community/School Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	51.00
Other Professional Staff	6.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	2	0	0
10 or more years	7	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab Room 27
- Ü Broadcasting Club (SBC) Room 28
- Ü Media Center
- Ü Reading Lab Room 38

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Chorus/Band
- Ü After School Tutoring Program
- Ü Student Clubs
- Ü Boeing Math Club
- Ü 5th Grade Science Camp
- Ü 6th Grade Sea World Excursion

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Parent Education/Support Programs
- Ü Adult Education
- Ü English Class - Spanish Speaking Parents

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The state of Arizona has given Stevenson Elementary a "Performing Plus" label in 2005 and 2006.

- ü Grades 3-6 have showed improvement in Reading and Math achievement on the AIMS test over the past 5 years.

- ü Students in the Primary Grades (K-3) are assessed according to DIBELS. This data is then used as a diagnostic tool to individualize our reading instruction for our students in the reading lab. This lab services 120-200 at risk readers.

- ü Stevenson Elementary was the first elementary school in Mesa to model it's reading program after 6 of Mesa's Reading First schools without additional funding. Our program is funded by our Title 1 funds.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

This year's school motto is "Respectful, Responsible, and Safe". It is posted on a banner near the front gate and is repeated daily on the Stevenson Broadcast Club. Teachers and staff remind students of the motto on the playground and in the classroom. The staff collaborates with MPS security, and the Maricopa County sheriff's office as needed. Clear and concise rules and expectations are set and enforced. The free and reduced lunch program provides nutrition to over 600 of our students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Aaron T. Kaczmarek	(480) 472-9048
Transportation Policy	Rita Glandon	(480) 472-9026
Community Resources	Sue Goodwin	(480) 472-9025
School Nutrition Programs	George Fossum	(480) 472-9038
Parent Organization	Autumn Higbee	(480) 472-9000
Student Health/Nurse	Barbara Goins	(480) 472-9029

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.